

EFL STUDENTS' PERCEPTIONS IN USING INSTAGRAM IN ENGLISH LANGUAGE LEARNING

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Abstrak

Dalam proses belajar mengajar, guru dapat menggunakan banyak media pembelajaran, khususnya Instagram. Instagram sebagai media sosial telah mempengaruhi masyarakat, terutama bagi siswa sekolah menengah. Penelitian ini menyelidiki persepsi siswa sekolah menengah atas menggunakan Instagram dalam pembelajaran bahasa Inggris. Penelitian ini menggunakan rancangan mixed-method sequential explanatory design dengan kuesioner web survey tertutup yang diberikan kepada 77 siswa kelas 10 sampai kelas 12 di dua SMA di Gresik, Jawa Timur yang menerapkan media sosial dalam kegiatan belajar mengajarnya. Wawancara juga diperlukan untuk mengetahui persepsi siswa tentang dampak penggunaan Instagram dalam pembelajaran bahasa. Hasil penelitian menunjukkan bahwa siswa menganggap Instagram sebagai alat bagi siswa sekolah menengah atas untuk belajar bahasa Inggris dan berdampak pada siswa untuk memanfaatkan fitur-fitur di Instagram untuk tujuan yang lebih baik dalam belajar bahasa Inggris. Instagram menawarkan banyak kesempatan bagi guru dan siswa karena memiliki banyak fitur untuk digunakan, terutama selama pembelajaran online, sehingga lebih mudah dan membantu untuk terhubung. Selain itu, Instagram dapat memotivasi siswa untuk belajar bahasa Inggris dari teman sebayanya dan mengembangkan kemampuan bahasa Inggris mereka. Dengan melihat perspektif siswa melalui hasil data, Instagram adalah alat yang baik untuk belajar bahasa Inggris dan menghubungkan guru dan siswa selama pandemi.

Kata Kunci: persepsi, pembelajaran bahasa Inggris, Instagram

Abstract

In teaching-learning, teachers can use many instructional media, especially Instagram. Instagram as social media has influenced society, especially for high school students. This research investigates high school students' perceptions of using Instagram in English language learning. This research used a mixed-method sequential explanatory design with a close-ended web survey questionnaire given to 77 students from the 10th grade until 12th grade in two senior high schools in Gresik, East Java which implement social media in their teaching and learning activities. An interview is also needed to know the students' perception concerning the impact of using Instagram in language learning. The results showed that the students perceive Instagram as a tool for senior high school students to learn English and impact the learners to utilize the features in Instagram for a better cause in learning English. Instagram offers many opportunities for teachers and students since it has plenty of features to use, especially during online learning, making it easier and helpful to connect. In addition, Instagram can motivate the students to learn English from their peers and develop their English skills. By seeing the students' perspectives through the data results, Instagram is a good tool for learning English and connecting teachers and students during a pandemic.

Keywords: perceptions, English learning, Instagram

INTRODUCTION

Technological advances have had such an effect on education, especially in learning English as a second language. Currently, there is a more significant issue that makes us stay at home, and technologies or media are very helpful before and during this challenging time. The word 'media' itself is often heard and used in the teaching and learning process, and now teaching and learning process seem inseparable from social media. According to (Ressler & Glazer, 2011), social media is defined as the constellation of internet-based tools that help users

connect, collaborate, and communicate with other users in real-time. Social media has made it possible for a more flexible language learning experience, in which learners are given more control and guidance from their teachers.

Many kinds of social media can be helpful and impact the learners while learning English, and one of the most popular social media is Instagram. (Alhabash & Ma, 2017) stated that Instagram is a photo and short video-sharing mobile application that allows users to take pictures or short videos and share them. Instagram can also be used as an instructional media that enables students to use images or videos. Besides using Google Classroom

and WhatsApp for uploading their assignments from the teachers, Instagram is another tool to use because of its flexibility. Instagram offers plenty of features, such as a.) reels: to create and share short-form video content, b.) share stories: to share the users' content, c.) a messenger: to send photos, videos, and messages privately to friends, d.) IGTV: to create and share long-form video content with a maximal duration of 10 minutes, and e.) shop: to browse and shop the latest trends from the users' favorite brands and creators.

Instagram can influence learners to develop their English language skills through mobile applications in the EFL context. English is the most used language in every social media and is an international language used worldwide to communicate. It makes it even more accessible for EFL learners to learn the English language and develop their skills by seeing a captioned picture or watching a live broadcast on Instagram. Meanwhile, in Indonesia, people use English as a foreign language, primarily students. The learners will understand English and learn English just like in their schools or courses as one of the available subjects. English learners use their gadgets in which social media communicate with each other. They believe that learning through social media or the internet can facilitate them to learn anywhere and anytime.

Studies in the same context have discovered various issues among social media communities regarding the relationship between learners and Instagram for learning English. (Akhiar et al., 2017) examined university students' perceptions and attitudes in using Instagram for teaching English in quantitative and qualitative methods. The researchers conducted a descriptive English essay writing activity on Instagram, made a set of 20 items of the close-ended questionnaire, and made five open-ended questionnaires about the use of Instagram in their English language learning. The findings showed that Instagram could improve students' writing skills with a balanced attitude.

Moreover, (Damayanti & Santoso, 2019) conducted a study that focused on students' perceptions and made students utilize social media only for personal interests and apply it more maximally in education by creating it as instructional media. After conducting a close-ended questionnaire and interview, according to the students' perceptions and responses to the survey, 80,7% of students agree or strongly agree that social media can be an instructional medium for learning English. It means that Instagram has high enough potential as a learning media. Overall, Instagram can be used for consulting with the teacher, sharing material, giving announcements, media for quizzes, and discussion for teaching and learning purposes.

In addition, (Pujiati et al., 2019) carried out a study describe the use of Instagram to develop students' motivations and to enhance their English knowledge and skills through a case study method. It is a qualitative type of research resulting in a narrative description of learners' behaviors and experiences of the phenomenon on students in SIJ. The researchers are utilizing Instagram "stories" to gather the students' answers through "question" and "poll"

features after the researchers are posting a particular photo or text. After 24 hours, the researchers can see the students' responses on the "poll". By utilizing the Instagram features for learning English, the researchers concluded that Instagram has an essential role in assisting students in improving their motivations and eventually increasing their English competence and skills. Besides that, the students are willing to learn and complete the task immediately and desire to achieve a high score.

This study is different from the previous because it contains the impacts that Instagram has on the students when they are learning English using it during an online learning environment. Also, the questionnaire for this study did not contain a neutral option for the students to choose on the Google Form (*Strongly Disagree, Disagree, Agree, and Strongly Agree*). On the contrary, the previous studies are only discussing the use of Instagram and do not describe the situation, which is online or offline. The previous studies also included neutral or doubted options for their questionnaire, which could differentiate this study from the last.

Theoretically, the results of this research supported the theory of reasoned action by (Fishbein & Ajzen, 1975), and this will be further elaborated in the results and discussion section. Practically, some significant benefits that can be gained from this research's findings. Instagram can make it easier for two parties, for both teachers and students, especially learning during a pandemic. The students enjoy it more and are use to using Instagram in their daily lives. Furthermore, Instagram can also make it easier for teachers to give students assignments and stimulate their creativity.

Based on the preliminary research, most of the students are not interested in reading English books or discussing topics in English. Most of them like to use their social media such as Instagram lately to find a new vocabulary to use daily. Therefore, such an application can be a potential learning tool in the classroom to enhance learners' interaction with their teachers and among themselves (Dahdal, 2020).

Perception

Perception is the organization, identification, and interpretation of sensory information to understand the information presented (Schacter et al., 2015). Our perceptions are formed by how we interpret these diverse experiences, sensory impressions elicited by stimuli in the environment. Perception allows us to traverse the world and make decisions in various situations--how human beings respond to what they are looking, listening to, and feeling in the surroundings.

Students' perception can be defined as a student method to understand the learning process. The recognition of the students is known as a learning process, learning strategy, and student response to the learning environment. We can conclude that the students' awareness is a student's response to the learning process. From those perspectives, we can conclude that, somehow, social media can influence learners to learn English as their foreign or second language and develop some new

English language skills. In short, this study aims to investigate students' opinions based on their experiences by using Instagram for their English language learning purposes and also to find out the impacts of Instagram usage for senior high school students in English language learning.

Theory of Reasoned Action

The theory of reasoned action (TRA) provides a coherent framework built by behavioral belief, normative belief, attitude, subjective norm, and behavioral intention. Although both attitude and subjective norm are indicators of behavioral intention, most research has found that the former provides a more accurate estimate than the latter. Behavioral beliefs and normative beliefs, in turn, predict attitude and subjective norm, respectively. The TRA's goal is to explain volitional behaviors. Its explanatory scope excludes many behaviors, including spontaneous, impulsive, habitual, craving-driven, or scripted or mindless (Dillard & Pfau, 2002). TRA is still commonly utilized in modern studies, especially those relating to technologies, even though it was invented in the 1970s.

Research Question

1. How do the students perceive toward the use of Instagram in English language learning?
2. How do the students perceive toward the impact of using Instagram in English language learning?

METHOD

In this research, the researcher used a mixed-method sequential explanatory design. It involves a two-phase project in which the researcher collects quantitative data in the first phase, analyzes the results, and then uses the results to plan the second qualitative phase.

This research involves 77 students from the 10th grade until the 12th grade at the two senior high schools: public and private senior high schools. The two senior high schools in Gresik were chosen because of their learning activities which implement Instagram. The school itself is highly active in its social media presence.

The main instrument in this research is a Google Form, a web-based questionnaire presented by Google. Online or web-based survey tools have become typical data collection instruments, also academic and marketing researchers use online survey tools to obtain data (Vasanth & Harinarayana, 2016). It is an efficient tool for an online survey and an offline one that we can use anytime. The Google Form questionnaire is used to answer both research questions regarding students' perceptions toward their use of Instagram for English language learning. The nine questions that need to be answered by the participants in the questionnaire are related to both research questions. The questionnaire covered both research questions, divided into two groups--Question number 2, 4, 5, and 8 covered the students' perceptions about the use of Instagram. Meanwhile, questions number 3, 6, 7, 9, and 10 are cover the students' impact of using Instagram. The answers are the data that we need to conclude that students perceive Instagram as an efficient

social media application to learn English in a pandemic; to find the impacts that Instagram has on senior high school students.

Moreover, the researcher also used the semi-structured interview as a complementary instrument. In this part, the researcher asked five students some questions related to their answers in the questionnaire before. This research only interviewed five students because the five students already represented the various answers from the questionnaire's result. Moreover, several other questions also emerged during the interview, such as the primary purpose of this interview, which was to elaborate on students' answers and opinions regarding the use of Instagram as a medium for learning English.

The data analysis technique of this research was as follows: 1.) Sorting the data in popularity by seeing the usage (never, occasionally, sometimes, often, always) and opinion (strongly disagree, disagree, agree, strongly agree) on a scale of 1 to 4, 2.) Forming the significant answers and viewpoints from the participants from each response, 3.) Separating the results of percentages that showed in the viewing charts into two categories: use and impact, 4.) Translating the results from the interview, and 5.) Concluding.

The data obtained from the questionnaire were analyzed to get answers to the research questions. Quantitative data obtained from questionnaires are processed into percentage forms using the following calculations:

$$P = F/N \times 100\%$$

Information:

P = Percentage

F = Frequency of respondent's answers

N = total of respondent's

RESULTS AND DISCUSSION

In this research, the writer presents the results and discussion based on the close-ended questionnaire adapted from (Mubarak, 2016)and interviews with five selected students who participated in the questionnaire.

Results

Students' perception toward the use of Instagram in English language learning

Table 2. How often do you use Instagram

Alternative Answered	N	F	%
a. Never	77	0	0%
b. Occasionally		5	6.5%
c. Sometimes		21	27.3%
d. Often		28	36.4%
e. Always		23	29.8%
Total	77	77	100.0%

Table 2 shows that only 6.5% of the students occasionally use Instagram, 27.3% chose sometimes, 36.4% chose often, and 29.8% use Instagram daily.

It means that Instagram is likely to be used by students daily, whether it is for school purposes or entertainment.

Table 4. Instagram serves the purpose of its creation in the field of English language learning

Alternative Answered	N	F	%
a. Strongly Disagree	77	0	0%
b. Disagree		17	22.0%
c. Agree		40	52.0%
d. Strongly Agree		20	26.0%
Total	77	77	100.0%

Table 4 shows that 22.0% of the students disagree that Instagram serves the purpose in English language learning, 52.0% are agreed, and 26.0% strongly agree with the statement. It means that Instagram serves its purpose of creation for educational purposes, especially in learning English. It supported by student interview can be seen in the following:

I like re-posting motivational quotes that relate to self-love (from an English-based account), and I feel like I'm also learning some English vocabulary from it; I enjoy sharing recent actual news to my peers/followers from @jakpostimages and @bbcnews on my Instagram story; I like writing in English on my Instagram photo/video's caption; I like using comments in Instagram for English discussion in @cambridgeenglish and @efsurabaya.

(Interview, Translated Version)

Table 5. Instagram offers you enough opportunities as a student in learning English

Alternative Answered	N	F	%
a. Strongly Disagree	77	0	0%
b. Disagree		13	17.0%
c. Agree		44	57.0%
d. Strongly Agree		20	26.0%
Total	77	77	100.0%

Table 5 shows that only 17.0% of the students disagree that Instagram could offer enough opportunities to learn English, 57.0% agree, and 26.0% strongly agree with the statement. It means that Instagram has the highest possibility of developing the students' skills in learning English. As may be seen in the following, it is supported by a student interview:

I like writing English comments on Instagram, primarily to my favorite artists, and it helps me give some feedback or compliment on my friends' posts in English; Instagram gives me a significant impact by following a particular English-based account. That gives me enough opportunities to improve my English skills, such as reading, writing, and listening.

(Interview, Translated Version)

Table 8. Instagram assists English language learning in online learning environment

Alternative Answered	N	F	%
a. Strongly Disagree	77	0	0%
b. Disagree		7	9.1%
c. Agree		51	66.2%
d. Strongly Agree		19	24.7%
Total	77	77	100.0%

Table 8 shows that only 9.1% of the students disagree that Instagram could assist English language learning in the e-learning environment, 66.2% agree, and 24.7% strongly agree with the statement. It means that Instagram could help students in learning English, especially during e-learning situations.

Students' perception toward the impact of using Instagram in English language learning

Table 3. Instagram makes you more interactive and confident in communicating with others in English

Alternative Answered	N	F	%
a. Strongly Disagree	77	5	6.5%
b. Disagree		13	16.9%
c. Agree		39	50.7%
d. Strongly Agree		20	25.9%
Total	77	77	100.0%

Table 3 shows that only 6.5% of the students strongly disagree that Instagram makes them more interactive and confident for communicating in English, 16.9% disagree, 50.7% are agreed, and 25.9% strongly agree with the statement. It means that Instagram could be an interactive tool to learn English and make them confident in communicating with English.

Table 6. Your English language teacher and your classmates affected your practice of English positively on Instagram

Alternative Answered	N	F	%
a. Strongly Disagree	77	4	5.2%
b. Disagree		8	10.4%
c. Agree		45	58.4%
d. Strongly Agree		20	26.0%
Total	77	77	100.0%

Table 6 shows that only 5.2% of the students strongly disagree that their English language teacher and classmates are affected their English practice positively on Instagram, 10.4% disagree, 58.4% agree, and 26.0% strongly agree with the statement. It means that Instagram has a positive impact on practicing English that affects the users positively. As may be seen in the following, it is supported by a student interview:

They're positively affecting my English learning on Instagram since we have an Instagram account dedicated to posting our English assignments. Besides posting the works, we can interact by commenting under the posts, and it can be giving some feedback or compliments.

(Interview, Translated Version)

Table 7. Using Instagram helped you learn the English language more during the online learning

Alternative Answered	N	F	%
a. Strongly Disagree	77	0	0%
b. Disagree		22	28.6%
c. Agree		31	40.2%
d. Strongly Agree		24	31.2%
Total	77	77	100.0%

Table 7 shows that 28.6% of the students disagree that Instagram could help them learn English more during online learning (e-learning), 40.2% agreed, and 31.2% are strongly agreed with the statement. It means that Instagram

has both advantages and disadvantages to use during online learning to learn English.

Table 9. Instagram motivates you to communicate in English

Alternative Answered	N	F	%
a. Strongly Disagree	77	6	7.8%
b. Disagree		22	28.6%
c. Agree		29	37.6%
d. Strongly Agree		20	26.0%
Total	77	77	100.0%

Table 9 shows that only 7.8% of the students strongly disagree that Instagram could motivate them to communicate in English, 28.6% disagree, 37.6% are agreed, and 26.0% strongly agree with the statement. It means that there is a high possibility that Instagram could motivate them to communicate in English more. As may be seen in the following, it is supported by a student interview:

It's true, Instagram truly motivates me to communicate in English, especially during English class with my classmates and my teacher. I could compose better English sentences, and I learned a lot of new vocabulary and how to pronounce them because of some (English-based) accounts that I followed. It makes me more motivated to communicate in English.
 (Interview, Translated Version)

Table 10. Instagram has negative impact for learning English

Alternative Answered	N	F	%
a. Strongly Disagree	77	31	40.2%
b. Disagree		37	48.1%
c. Agree		9	11.7%
d. Strongly Agree		0	0%
Total	77	77	100.0%

Table 10 shows that 40.2% of the students strongly disagree that Instagram negatively impacted learning English, 48.1% disagree, and 11.7% agree with the statement. It means that Instagram has a possible negative effect on their English learning for some students. The majority of them can be categorized as accepting or ignoring the negative impact for their English learning purposes. As may be seen in the following, it is supported by a student interview:

In my opinion, learning English on Instagram is a challenging thing to do. Various entertaining content on Instagram can easily distract me or probably other students from learning. Although, some of my classmates can focus on learning English on Instagram. I think it depends on which accounts that we are followed too.
 (Interview, Translated Version)

Discussion

Based on the explanation above, the results of the first research question described that students perceive Instagram as a handy social media app that can help both students and teachers in an online-based study. The students can submit their English assignments on Instagram as the teacher instructed them to, and the entire class can interact on the posts in English. When the

pandemic hits, teachers have to connect them with the students, and Instagram is a good tool. Based on the students' perceptions of Instagram usage, they are the one who is in control. Still, since they implemented the online-based study, the other person (the teacher) controls what they should post or do on Instagram, like submitting English assignments. It can be found that the TRA's accuracy in explaining behavior depended on the degree to which the behavior was under voluntary control is how an individual can exercise control over the behavior.

According to (Barbosa et al., 2017), perceived behavioral control results from the perceived likelihood (belief strength) that particular control elements are present. The efficacy of these factors to promote or hinder behavior performance. The students seem to benefit from the teacher's control during their English learning session on Instagram, and they are more motivated to communicate in English. Overall, the answer to the first research question, students perceive that using Instagram as a tool for learning English has high potential because they can use it for discussion, sharing materials, and submitting their class assignments.

The results of the second research question showed that students perceive Instagram has impacted the students for learning English in many ways. Not only to motivate the students more to communicate in English with their teachers and peers, but they can learn English in a fun and easy way by taking a look or following particular English educational-based accounts. For some students, it may seem challenging to learn English on Instagram because of the variety of content there, and they feel distracted by it. Seeing some of the students being distracted by other content and not focusing on learning English, a better understanding of how attitudes influence behavior led to the development of the Theory of Reasoned Action (TRA).

According to (Barbosa et al., 2017), TRA claims that the most important predictor of a person's conduct is their behavioral intention, influenced by attitudes and subjective norms. Based on the students' perceptions, Instagram can impact them negatively when they're learning English; nevertheless, there's a saying, "the stronger the belief and the more favorable or unfavorable the result, the stronger the idea's impact on the attitude". If the students want to learn English on Instagram, they should set their minds and intention to focus on learning English first.

Based on the explanations above, the results of this research supported the findings from (Pujiati et al., 2019), which stated that Instagram plays a critical role in helping students, which impacts their motivation to learn English and, as a result, their English competency and skills.

CONCLUSION

Based on the results and discussion that have been presented before, the use of Instagram is considered quite effective in learning English because students can learn English in various ways, such as writing captions or comments, reading English news, and improving their vocabulary and grammar. For example, on the @efsurabaya account, students can enhance their English

skills by reading random material and answering some of the quizzes. Furthermore, Instagram is quite helpful in learning English by utilizing the use of modern and creative technology.

Lastly, the second research question results can be concluded that Instagram could act as a supporting tool for EFL students in learning the English language because it can impact them and the teachers during this challenging year. Although social media has its negative side, there are plenty of positive things that Instagram could bring for the students, especially if they're learning English. One of the positive impacts of using Instagram to learn English is that students can interact easily with fellow students or English teachers. There are plenty of features in Instagram that we can use, and the teachers could use them in their teaching and learning sessions for English assignments. It might be fun and challenging for both sides since Instagram is a social media platform where people show their skills or creativity. Students can express themselves when they're using Instagram. They can try to record themselves for speaking English in Instagram Stories or IGTV or hone their English writing skills by writing a caption on their photos. In conclusion, students can develop their English skills and confidence to use their English daily during a pandemic.

Suggestion

The researcher gives suggestions related to the study to the English teacher and future researcher. For the English teachers, they could use Instagram as a tool to help their teaching and learning session during online learning, seeing that today's generation likes to spend more time or visit social media applications, and it's also efficient to use.

Future researchers in this field might want to add more participants and more statements for the survey to build more analytical data results.

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